

2017 NC SUP Summit- Presentation Days

Friday, October 20, 2017

Partnering for Success: Service Learning in Action

Claudia Nickolson, UNC-Pembroke

Concurrent Presentation

The goal of this session is to explore growth experienced by both pre-service teachers and developing readers as they engage in a literacy enrichment partnership through a service-learning course. In this session, we will explore ways that reading enrichment partnerships can foster success with under-resourced students.

Organic Clinical Educators: Seeking Teacher Quality by Pushing the Boundaries

Jessica Hall, Appalachian State

Holly Thornton, Appalachian State

Lois Boone, Wilkes County Schools

Kim Tufts, Avery County Schools

Brooke Huffman, Watauga County Schools

Concurrent Presentation

The organic evolution of the clinical educator role across multiple districts, supported by the Appalachian State University Public School Partnership, will be discussed through a series of questions examining the who, why, how, and what of the process over five years. Steps taken and learnings gathered will be illustrated with concrete examples. The challenge of creating an organic clinical educator role will be examined.

Examining Communities of Practice for Meaningful Assessment: Advocating for Collaborative Support for Candidates and Colleagues

Lisa Mitchell, UNC-Pembroke

Kayonna Pitchford, UNC-Pembroke

Angela McDonald, UNC-Pembroke

Marisa Scott, UNC-Pembroke

Concurrent Presentation

Addressing the support of candidates & colleagues in the midst of implementing performance assessments impacting all Teacher Education Programs, we capitalize on collaborating with faculty, identifying emerging leaders & developing scholarship aligned with practice in the School of Education, addressing challenges regarding curriculum, student & faculty supports, & managing increased workload for faculty.

Promoting Genre-Based Writing across the curriculum, supporting consistent application and inspiring teacher ownership

Zoi Philippakos, Brandywine School District

Linda Grace, Brandywine School District

Mark Overly, Brandywine School District

Cary Riches, Brandywine School District

Concurrent Presentation

This session describes the steps that were taken in the application of a genre-based writing approach across the curriculum in grades 3 to 5. Procedures in the collaboration, successes, challenges, and lessons learned will be discussed as well as the challenges when scale-up approaches are considered in Professional Development.

Integrating the education of English learners into the whole school

Eleni Pappamihel, UNC-Wilmington

Provocative Issues Dialogue Session

Educating an English Learner can no longer be left to the ESL teacher. This responsibility is being shifted to mainstream teachers, but there are few resources to support them. This is more than an instructional issue; it is also an administrative issue, especially for SIFE (Students with Interrupted Formal Education).

Partnerships for Promising Tomorrows: Supporting Pre-Service and Beginning School Leaders

Kimberly Kappler Hewitt, Randolph County Schools

Dr. Stephen Gainey, Randolph County Schools

Dr. Annie Wimbush, SREB

Lori Stacey, Person County Schools

John Schmidt-Davis, SREB

Dr. Lillie Cox, Piedmont Triad Education Consortium & NCASCD

Concurrent Presentation

How can partnerships provide support for pre-service and beginning school leaders for high-needs rural schools? The Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) partnership amongst 11 rural districts, the University of North Carolina Greensboro, and the Southern Regional Education Board seeks to address this problem of practice.

Moving from School-University to School-University-Community

Amy Garrett Dikkers, UNC-Wilmington

Cassie Cartrette, Columbus County Schools

Lynn Sikma, UNC-Wilmington

Crystal Howard, Onslow County Schools

Panel Sessions

This panel of school, university, and community organization practitioners features partnerships that have evolved to open space for advocacy, increase professional growth of educators, and intentionally engage community organizations. The panel will engage the audience in robust conversation about the creation of opportunities and support for these new tripartite partnerships.

Building School Capacity for Systemic Instructional Improvement: A University-School Partnership Model

Michael R. Vitale, East Carolina University

Concurrent Presentation

This session will present and encourage discussion of a rationale for Districts in partnership with universities to establish continuing model or platform schools (a) for testing the effectiveness of research-based interventions and (b) for providing a setting for developing the capacity of schools to implement research-based interventions.

Developing multicultural self-efficacy of teacher candidates through sustained urban-based school partnerships

Lan Kolano, UNC-Charlotte

Lydia Fergison, Charlotte-Mecklenburg Schools

Ignite Sessions

Changing demographics have transformed schools on multiple levels-diversifying school populations while creating new academic challenges in the classroom for teachers. This project explored how authentic interactions with English Learners (ELs) within one purposefully designed university-school partnership worked to develop multicultural efficacy in 86 undergraduate teacher education candidates.

Fourth Grade Book Clubs: Using Historical Fiction to Bridge the Elementary and Teacher Education Classroom

Lisa Buchanan, UNC-Wilmington

Caroline Kemmerer, New Hanover County Schools

Joanne Kaluzny, New Hanover County Schools

Ignite Sessions

This session illustrates the student and preservice teacher outcomes from partnering fourth graders and teacher education students through book clubs.

Saturday, October 21, 2017

Using Partner Feedback to Improve and Inform Teacher Education Programs

Paquita Yarborough, North Carolina Central University

Dr. Gerrelyn Patterson, North Carolina Central University

Ms. Kimberly Hagar, Durham Public Schools

Concurrent Presentation

The traditional model of college teacher education programs emphasize the translation of academic knowledge into practice. Candidates are supposed to learn what and how to teach in their teacher education courses and then apply what they have learned in their courses during their field experiences. Outside of the evaluation of the student from the cooperating teacher, little feedback is provided to the teacher education program regarding the student that they are graduating. To bridge this gap, North Carolina Central University's School of Education instituted the Exit Interviews and Partnership Showcase. This event allows us to engage our partners more and introduce more perspectives into our decision-making process. This presentation will describe the kind of useful data that is derived from a well-planned and well-executed event.

Investigating K-5 mathematical student thinking with in-service teachers

Kerri Richardson, UNC-Pembroke

Jill Reinhardt, Surry County Schools

Concurrent Presentation

The focus of the session is to share ideas on how to form a collaboration between a school system and a university. We highlight our continued partnership by discussing how we started, how we evolved, and how teacher leaders in the school system continue to offer sustained mathematics professional development.

Sharing Data Driven Instructional Practices

William McGowan, North Carolina State University

Jere Confrey, North Carolina State University

Brian Graham, Highland Middle School

Catherine Schwoebel, Highland Middle School

Lissa Teston, Highland Middle School

Concurrent Presentation

Learning Trajectory based diagnostic assessments can fundamentally change instruction, but the data they provide should be used differently than typical assessment data. Researchers at NC State and a team of administrators and math teachers at Highland Middle School share their work communicating best practices across the math department.

The Power of Partnership: Collaboration among Students in High School, College, and Graduate School

Pam Walden, New Hanover County Schools

Christine Liao, UNC-Wilmington

James DeVita, UNC-Wilmington

Jean Hall, New Hanover County Schools

Concurrent Presentation

This presentation will discuss a partnership between three faculty members from high school, college, and graduate school showing how the collaboration enhanced their pedagogy and resulted in a public performance that created a meaningful learning experience for not only the students, but also the faculty and the public audience.

Using Informal Learning Opportunities to Support Clinical Practice for Teachers

Denise Johnson, Winston Salem State University

Shanta Kilgore, University

Suzanne Vogeley, University

Joann Thomas, University

Concurrent Presentation

Identifying diverse classrooms with accomplished teachers in successful schools for clinical practice for teachers has become more and more challenging. This session will focus on describing the STEAM experiences and discussing ways in which pre-service teachers can explore all facets of the learning and teaching cycle OUTSIDE of the classroom in a structured way.

Envisioning Collaborative School-University-Community Partnerships for Rural Educators

Kristen Cuthrell, East Carolina University

Martin Reardon, East Carolina University

Gwen Smith, Greene County Schools

Ralph Evans, Northeast Collaborative

Vivian Covington, East Carolina University

Alana Zambone, East Carolina University

Concurrent Presentation

This session will explore the following questions: How are rural educators supported and prepared? What are the challenges and opportunities inherent in university partnerships supporting rural educator preparation? In what ways can partners influence policy, professional development, and research in rural education? What should the goals of a regional rural collaborative include? What does success look like in 10 years in rural education?

Beginning Teacher Retention: Who's to Blame?

Kristi Harper, New Hanover County Schools

Kara Abbott, New Hanover County Schools

Kathryn Penegar, New Hanover County Schools

Provocative Issues Dialogue Session

Attrition, turnover, retention; call it what you will, but the fact remains that a reported one in five North Carolina beginning teachers left their classrooms with no plans to return. In this session we will explore how universities are failing to prepare the educators of tomorrow.

Deans, Directors and School Leaders: NAPDS Affiliation Discussion

Rebecca Burns, University of South Florida

Keynote/Concurrent Abstract TBD

Innovation in education: Are we preparing teachers for today's schools or tomorrow's?

Robert W. Smith, UNC-Wilmington

Kayce Smith, Brunswick County Schools

Cyndy Bliss, New Hanover County Schools

Bridgette Wortman, Pender County Schools

Jen Hatch Knight, UNC-Wilmington

Ignite Sessions

Schools and classrooms must be more innovative to create inspiring, challenging and engaging environments. However, existing approaches to teacher preparation largely reinforce current practices. Join this Ignite session to explore what learning could look like and how we might begin to rethink teacher preparation.